

## Nampa District #131

Canyon County

619 South Canyon Street, Nampa, ID. 83686

Phone: (208) 465-2700 Fax: (208) 465-2715

Gary K. Larsen, Superintendent

### District Characteristics 1999-00

Fall Enrollment 1999-00 . . . . .	10,702	Special Education:	
Average Daily Attendance . . . . .	9,897	Special Education Students . . . . .	1,288
State Ranking per ADA . . . . .	5	Gifted and Talented Students. . . . .	426
Number of Schools (sites):		Number of LEP Students**. . . . .	2,034
Elementary. . . . .	10	National School Lunch Program:	
Secondary . . . . .	8	Average Daily Participation. . . . .	5,097
Number of Accredited Schools:		Free and Reduced Meals. . . . .	4,590
Approved. . . . .	14	Lunch Price - Elementary. . . . .	\$1.15
Approved with Merit. . . . .	0	Lunch Price - Secondary . . . . .	\$1.35
Approved with Warning . . . . .	0	Pupil Transportation Program:	
Not Approved. . . . .	0	Average Daily Ridership 1998-99. .	5,317
High School Graduates:		Contracted Operation	
High School Diplomas-Regular. . . .	549	* Certificates of Completion issued at a district level	
Other Completions*. . . . .	1	** Limited English Speaking (LEP)	

### Superintendent's Highlights

The District faces challenges of preparing students for the State Exiting Standards as well as meeting the needs of a growing student population. We have had another year of 6% growth in our student enrollment.

In addition to the above two challenges, we are developing better ways of preparing students for their post-secondary opportunities. We are expanding courses in all of the Career Pathways and finding ways for students to make better decisions and career connections while still in high school.

We have hired a Literacy Coordinator who is providing the Comprehensive Literacy Course for all K-8 teachers. She is also aligning and coordinating district efforts in reading, writing, speaking, listening, and viewing.

### Progress Towards Meeting District Goals

#### 1999-00 Goals

#### Progress

Maintain and enhance an orderly, safe school environment, one that is student-centered, based on mutual respect, forthright communication, free from violence, harassment and threat.

Demonstrate improvement of academic achievement through individual student progress and essential learning goals:

- Learning-to-learn skills;
- Expanding and integrating knowledge;
- Communication skills;
- Thinking and reasoning skills;
- Interpersonal skills;
- Personal and social responsibility.

Provide students with an integrated, coherent educational program with meaningful, substantive connections across the essential learning goals and related content area standards (i.e. language arts, math, science, etc.)

Build the capacity of the following instructional systems to support students' achievement:

- Curriculum;
- Instructional design;
- Assessment.

Build the capacity of the following organizational system to support students' achievement:

- Educational agenda: vision, beliefs, mission, and goals;
- Leadership for improvement;
- Community-building;
- Culture of continuous improvement and learning.

Use appropriate technology in instruction, learning, and administration.

Identify special needs students, including LEP (Limited English Proficient), special education, gifted and talented, and provide K-12 successful special needs education for them.

Maintain and enhance supportive schools which utilize effective prevention and intervention strategies.

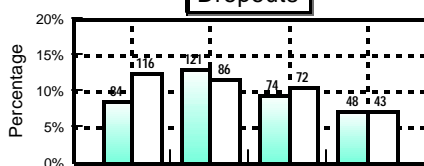
Guarantee value added. quality customer service.

### Student Profiles

#### Ethnicity

Race	Male	Female	Total
White	37.56%	36.88%	74.44%
Black	0.34%	0.44%	0.78%
Hispanic	11.76%	11.41%	23.17%
Nat. Amer.	0.15%	0.35%	0.50%
Asian	0.59%	0.52%	1.11%
Total	50.40%	49.60%	100.00%

#### Dropouts



Year	Grd. 9	Grd. 10	Grd. 11	Grd. 12
98-99	8.58%	13.07%	9.31%	7.09%
99-00	12.43%	11.61%	10.47%	7.07%

Numbers in graph represent actual dropout counts per grade

## Financial Information 1999-00

	M & O Fund	%	All Funds	%
<b>Revenues:</b>				
Local Taxes	\$9,314,690	20.58%	\$13,041,115	23.05%
Other Sources	671,221	1.48%	2,014,452	3.56%
State	35,159,151	77.64%	36,458,918	64.44%
Federal	137,230	0.30%	5,065,442	8.95%
Total	<u>\$45,282,292</u>	<u>100.00%</u>	<u>\$56,579,927</u>	<u>100.00%</u>

### Supplemental Information:

Property Tax Replacement	\$1,459,876
Lottery Revenues	\$386,700
Technology Grant	\$330,586

	Total	%	ADA	Rank
<b>Expenditures:</b>				
M & O Instruction	\$30,093,550	68.97%		
M & O Support Programs	13,541,787	31.03%		
M & O Other	0	0.00%		
Total M & O	<u>\$43,635,337</u>	<u>100.00%</u>	<u>\$4,409</u>	<u>104</u>
Total ALL Funds	<u>\$57,333,647</u>	<u>100.00%</u>	<u>\$5,793</u>	<u>96</u>

### Tax Levies at 9-1-99

	Total	Per ADA	Rank
Property Market Values	\$1,562,912,128	\$157,924	91
Total General M & O Levies	0.002802222		100
Total District Levies	0.007282406		23

## Staff Data 1999-00

### District Personnel:

	FTE	ADA to FTE
Elementary Teachers	311.00	19
Secondary Teachers	246.50	17
Administrators	38.95	254
Other Certified Staff	40.80	243
Total Certified Staff	637.25	16
Total Non-Certified Staff	370.17	27

### Teachers Salaries:

		Rank
Beginning Salary on Schedule	\$21,000	
Highest Salary on Schedule	\$42,453	
Average Elementary Teacher's Salary	\$31,712	83
Average Secondary Teacher's Salary	\$32,942	66
Superintendent's Salary	\$104,000	2

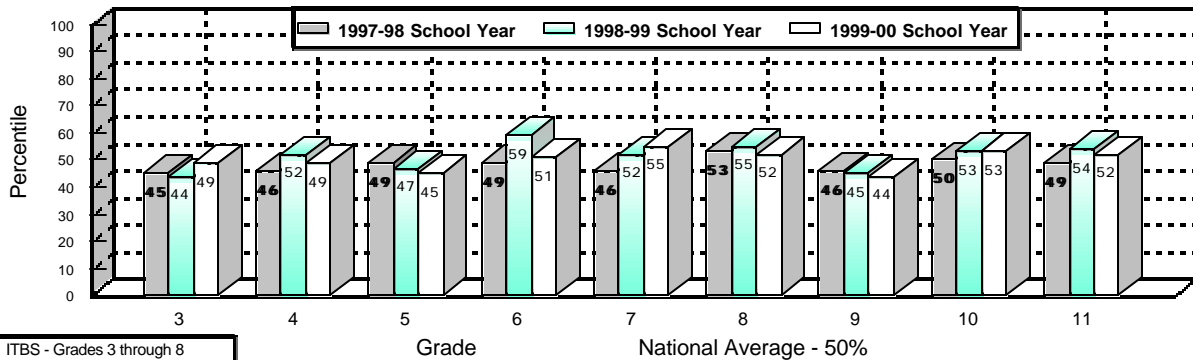
Note: Rank represents how this district compares to the other 112 public school districts in the State of Idaho; high to low (1 being the highest).



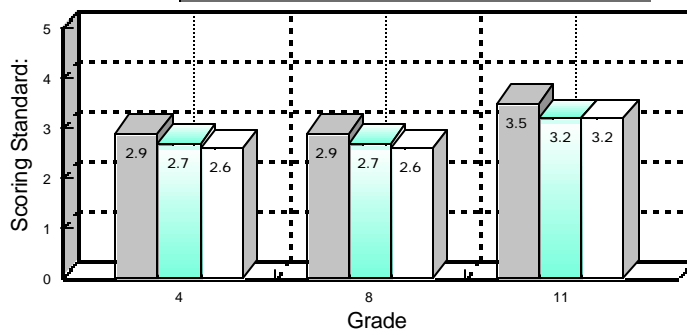
## Testing Information 1999-00

### Standard Testing Results

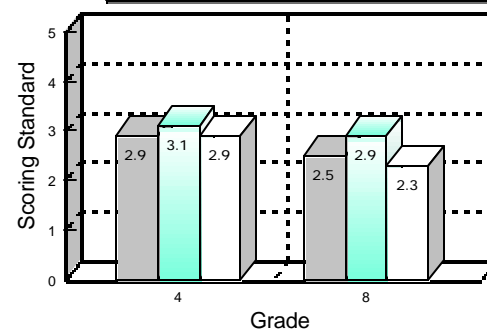
ITBS and TAP



### Direct Writing Assessment



### Direct Math Assessment



Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal